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ABSTRACT

This study conducted a library literature search of college guides, directories, and catalogs to determine the number of undergraduate level Chicano/a Studies and Mexican-American Studies programs in the U.S. The analysis found that there were 76 undergraduate programs in these fields, including 20 at two-year colleges and 56 at four-year colleges. The program names included ambiguous terms not exclusively defined by ethnicity (Chicano, Mexican-American, Riqueno, Latino) but also defined by geography (southwest, borderlands, la frontera); subject matter (literature, history, education, culture, minority); geopolitics (Mexico-United States); race (La Raza); and specific personal name (Tomas Rivera Center). This finding led to the recommendation that each program be classified by its function as an academic and/or research center and that each program's output by academic or research function be measured, to help individuals determine how programs could meet their respective needs. (JDD)

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by James A. Jaramillo, MA (1995)
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Goal:

The goal of this study is to determine the current number of undergraduate level Chicano/a Studies and Mexican American Studies' programs in the United States. This study also provides educators and the lay-person with an inclusive source to consult with about those college programs which administer courses and research this respective ethnic group's culture.

Methodology:

I conducted a library literature search of college guides, directories and microfiche of college catalogues to retrieve data that corresponded with programs entitled, Chicana/o Studies or Mexican-American Studies. After retrieving the targeted data, I examined and recorded those headings which correlated with the words Chicana/o Studies.

Justification for Study:

After conducting this library search, I determined that there was not one inclusive source which listed and calculated all of these college programs (see references cited). The absence of an inclusive source indicated the need to devise one; therefore, I devised this study.

Context of Limitations and Program Terminology:

In examining how Chicano Studies programs are defined, I found an array of program titles. They include the following categories: (1) Mexican-American Education Programs/Literature/History, (2) El Centro Hispano-American Studies, (3) Hispanic-American Studies, (4) La Raza Studies, (5) Hispanic Studies, (6) Tomas Rivera Center, (7) Colegio de la

Frontera Norte, (8) Southwest Borderlands Cultural Studies and Research, (9) Southwest Studies Program, (10) International Chicano Studies Center, (11) Chicano/Latino Studies Program, (12) Chicano-Riqueno Studies, (13) Minority Studies (Latino and Afro-Americans), (14) Program on Chicano Culture and Values, (15) Southwest Hispanic Research Institute, (16) Center for Inter-American & Border Studies, (17) Mexico-United States Border Research Program, and the (18) Border Research Institute.

Findings:

As indicated in the aforementioned list, these programs are not exclusively defined by ethnicity (Chicano/Mexican-American, Riqueno, Latino); they are also denotated by geography (southwest/borderlands/la frontera), subject matter (literature/history/education/culture/minority), geo-politics (Mexico-United States), race (La Raza), and specific personal name (Tomas Rivera Center). Given this non-uniform classificatory scheme, subsuming these programs under one category is futile.

Aside from this inconsistent terminology, an analysis of the literature indicated that there were 76 undergraduate Chicano/Mexican-American-like college programs in the United States. I further divided these programs by the number of years of college that each program offered; there were two-year and four-year programs. As indicated below in **Table I**, there were four sources which I coded with an acronym and placed next to the number of programs taken from each source.

Table I

Mexican American/Chicana/o Studies

2 year Colleges=	17(HAID)+1(CR)+2(PG)	=20
4 year Colleges=	36(HAID)+16(CR)+2(PG)+2(CBB)	=56
		76

Note:
There were a number of other Mexican-American like program terms, which leaves it open to interpretation as to how to define Chicana/o programs.

Programs with Chicano -like terms include the following ones:
Hispanic-American Studies (Colorado St. Univ./Fort Collins)= 1
Hispanic Studies (2 year & 4 year) = Numerous lists
La Raza Studies=(CR=2)
Mexico-United States Border (CR=1)
SW Borderlands Cultural Studies and Research= (CR=1)
Chicano Studies Committee=(CR=1)
Tomas Rivera Center (CR=1)
Colegio de la Frontera Norte (CR=1)
Southwest Studies Program (CR=1)

Codes and Sources:

CR=Curriculum Resources in Chicano Studies: Undergraduate and Graduate. by Gary Keller, et. al. (1989) Bilingual Review Press: Arizona State University.
CBB=College Blue Book: Degrees Offered by College and Subjects. (1993) 24th Ed.
PG=Peterson's Guide To Four Year Colleges. (1995) no. 25.
HAID=Hispanic Americans Information Directory. by Charles B. Montney (1994-95) 3rd ed.

by James A. Jaramillo (1994).

Recommendations:

Given the ambiguous terms used to describe Chicano-like programs, I advocate developing a comprehensive definition for Chicano Studies to ameliorate the confusion as to what this term denotates. To do this I recommend that each program be surveyed, so as to classify each by their function as an *academic* and/or *research* center. After classifying each program's function, I also recommend that each program's *output by function* be measured to further describe each one. That is, each program's *academic output* could be measured by calculating the number of courses offered as well as the average number of students served per class/per semester or quarter/per academic year. Each program's *research* output could be measured by calculating the number of publications that each produces annually. This would in turn require that each publication be classified by type, such as the following categories: journal article, manuscript, and book. After calculating this data, a vertical bar chart depicting each program's result could be devised to show the range that exists in terms of academic/research output among these various programs. Furthermore, the layperson, educator, or business person could access the resulting data as a resource base to determine how each program could meet his respective needs.

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